

The Raedwald Trust's Geography Curriculum is derived from objectives given in the Geography National Curriculum Programmes of Study. The curriculum has been designed to broaden and deepen pupils' knowledge and understanding of the world in which we live. Almost all pupils arrive at the Raedwald Trust having missed significant amounts of school. Consequently, pupils have gaps in their knowledge which is often exacerbated by a paucity of rich and varied geographical experiences.

At Key Stage 3, in order to mitigate these gaps; parts of the KS1 and KS2 Geography programmes of study are included in the curriculum such as: locational knowledge of the UK, the world, Europe, North and South America.

At Key Stage 4 we teach AQA GCSE Geography. This syllabus provides the opportunity for pupils to consolidate and develop their knowledge and understanding of human and physical geography both through taught lessons in the classroom and through fieldwork. AQA geography is the most commonly taught syllabus in our 'home' schools, thus this decision allows pupils to move from different settings and be able to have the best chance of succeeding.

Progression is mapped from year 7 to year 11 using knows and dos. Teachers regularly use formative assessment to inform planning. Additionally, pupils sit more formal assessments three times a year. These assessments intentionally use interleaving to check 'what has stuck' and there is a whole school formula which stipulates the percentage of previous knowledge that will be tested at each of the three given points. DIRT opportunities are actively built in to this process with the opportunity for pupils to be re-taught areas of weakness. The outcomes of assessments are inputted onto Schoolpod.

At Key Stage 3, geography is delivered through themes with geographical skills and knowledge running throughout. The geographical skills and knowledge are planned concentrically across the key stage, for example map skills are taught firstly in year 7 where pupils plan and complete a walk using an O/S map, in Year 8 when pupils map food miles and Year 9 geocaching.

At key stage 4, the GCSE syllabus is taught in topics. Pupils are taught physical geography in year 10 and human geography in year 11. This is a deliberate decision because pupils at Parkside generally find physical geography easier to grasp and achieve greater success and therefore confidence whilst human geography can be more abstract and conceptually more difficult for learners. Geography skills are woven into each topic.

Pupils complete at least two pieces of fieldwork; one of these is completed in year 10 and the other in year 11. There is an additional opportunity for pupils to complete a second piece of fieldwork in year 11 to ensure that all pupils have two fieldwork opportunities.

The geography curriculum at the Raedwald Trust encourages pupils' to develop and curiosity and fascination for the world. Many pupils have a very limited experience of Suffolk and the wider world, preferring to stay in their room or within a very close proximity to their home. There is a conscious decision to broaden pupils' experiences by not only visiting places to undertake fieldwork but to extend social skills by supporting them to buy some food or a drink. In addition to this, people from industry are invited in to deliver parts of the curriculum for

example Kate Osbourne from Beach Bonkers, Haven Power and Ian Hall from City and Cheshire Properties (online link). Not only do these people deliver parts of the curriculum but they talk about their jobs.

Pupils are encouraged to read information from a variety of sources from the internet to text books; leaflets to newspaper reports. Reading out loud, for those that feel able, occurs frequently. Extracts from non-fiction, for example, 'Prisoners of Geographer' and fiction 'Holes' are used to support the learning.

The fundamental areas in our Geography curriculum are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The objectives have been split into topics at Key 3 and 4 with geographical skills interwoven throughout. The exception to this is map skills which are taught twice as a discrete topic but embedded in real world learning.

This is a full time offer for pupils who are able to attend; for those whose health requires then to have a part time offer, the curriculum will be made bespoke by assessing pupil's prior knowledge, identifying gaps and then providing a curriculum that meets their needs.

	Autumn	Spring	Summer
Year 7	The World/UK and Rainforests	Natural resources and International Development	Map skills and Climate Change
Year 8	Europe/N.America/S.America and food sustainability	Weather and climate and The Horn of Africa	Rivers and flooding and Population
Year 9	Asia and Coasts	Urbanisation and plate tectonics	Geocaching

	Autumn	Spring	Summer
Year 10	Natural Hazards Tectonic Hazards Weather Hazards	Climate Change Ecosystems Tropical Rainforests Cold Environments	Fieldwork UK Physical Landscapes UK Coastal Landscapes River landscapes
Year 11	Fieldwork Urban issues and challenges The changing economic world	The changing economic world The challenge of resource management	The challenge of resource management DME work Revision

The principal focus of the geography curriculum is to inspire in pupils a curiosity about the world and its people which in turn, empowers them to believe that their actions can make a difference. The curriculum has a strong focus on sustainability and climate change, and the role individuals, communities and governments can all play in this. Through activities such as litter picking on the beach at Felixstowe, fund raising for charities and learning about deprivation in Ipswich, pupils are encouraged to find positive ways of helping their communities.